



Utah State
Board of
Education

Teaching
and
Learning

Quarterly Training Jan 24, 2025

Live & Recorded, Submit Google Form for relicensure credit

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Meeting Norms



- Raising hands/using the chat
- Assuming goodwill, both in yourself and others
- Following through workflow to completion.

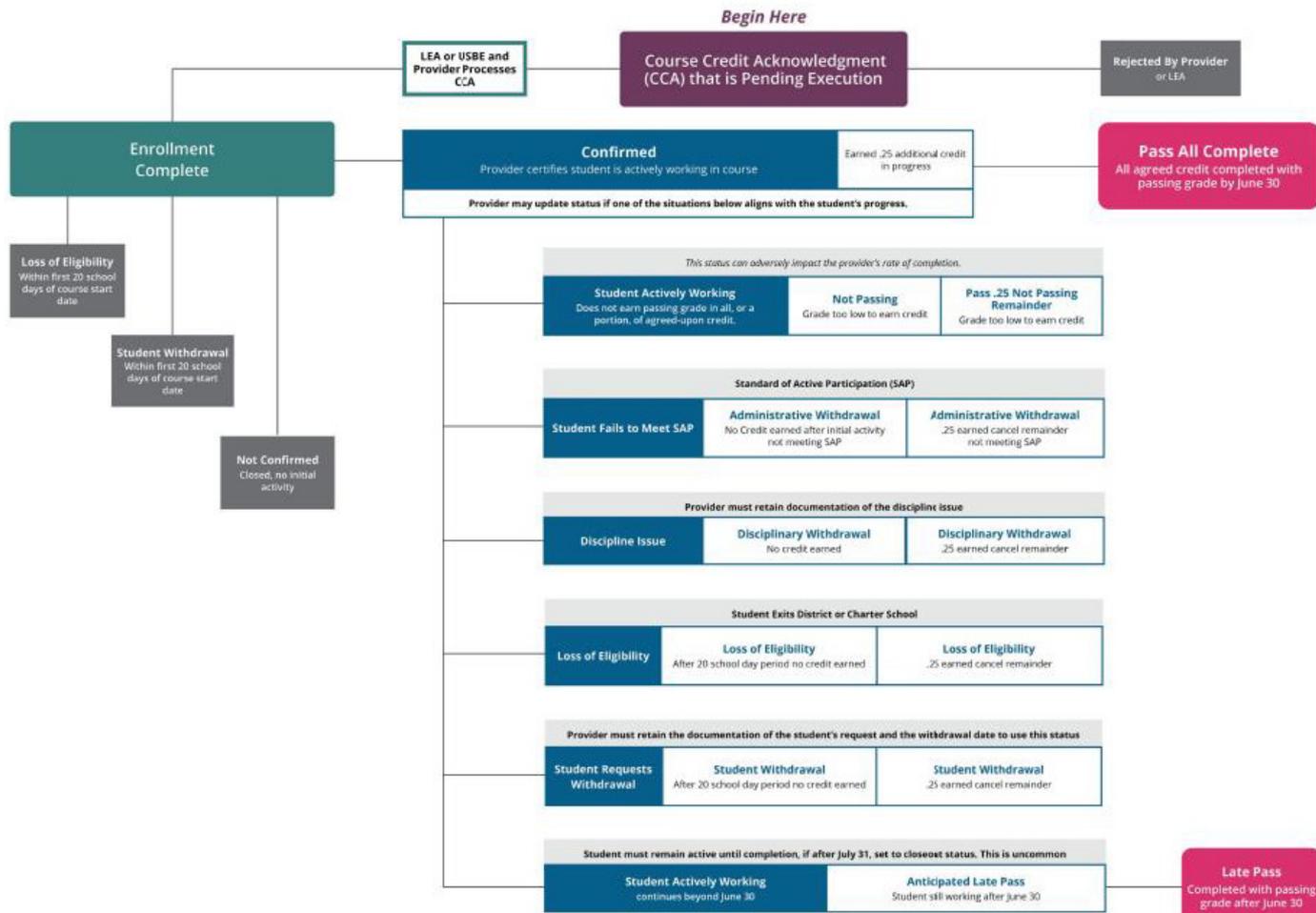
Mission

To elevate student success

Vision

To be Utah's premier destination for online learning.

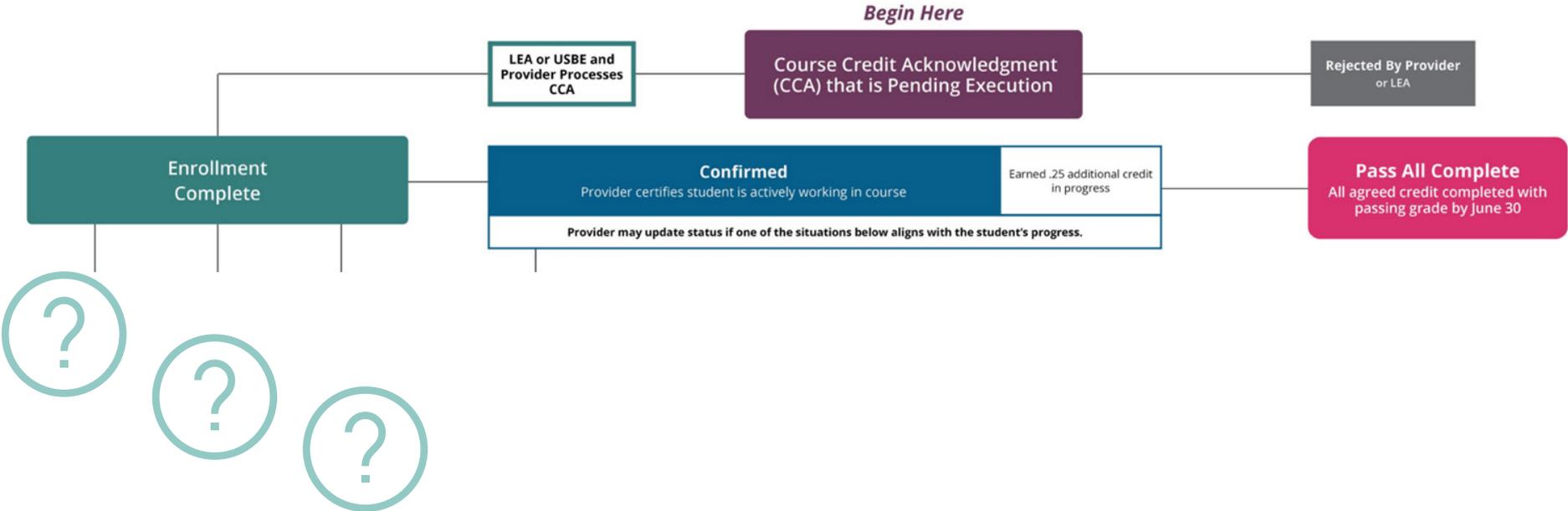
2024-2025 SEATS Status Flowchart



FY25 Course Fees are as follows:

| S.B. 2 Public Education Base Budget Amendments \$4494 for Fiscal Year 2025 | | Increase in WPU: 5% | 1.05 | Rounddown Protocol |
|--|--|---------------------|-----------|--------------------|
| Tier | Category | .25 Credit | .5 Credit | |
| Tier a | Financial Literacy | \$157 | \$315 | |
| | Health | \$157 | \$315 | |
| | Physical Education | \$157 | \$315 | |
| | Digital Studies | \$157 | \$315 | |
| Tier b | Driver Education | \$157 | | |
| Tier c | Fine Arts and CTE Core | \$196 | \$392 | |
| Tier d | Social Studies Core | \$236 | \$472 | |
| | World Language | \$236 | \$472 | |
| Tier e | Language Arts, Math and Science Core | \$275 | \$550 | |
| | Concurrent Enrollment | \$275 | \$550 | |
| Tier f | Other Elective Credits (Anything not meeting requirements of a-e) | \$196 | \$392 | |

Course fees are increased by the WPU increase yearly.



Enrollment Complete

Loss of Eligibility

Within first 20 school days of course start date

moving out of the district, starting home school, UFA funding comes through.

Student Withdrawal

Within first 20 school days of course start date

The student initiates the withdrawal process, they do not need to specify a reason.

Not Confirmed

Closed, no initial activity

The provider moves the status and the CCA is considered VOID.



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Confirmed

Provider certifies student is actively working in course

Earned .25 additional credit
in progress

Provider may update status if one of the situations below aligns with the student's progress.

This status can adversely impact the provider's rate of completion.

Student Actively Working

Does not earn passing grade in all, or a portion, of agreed-upon credit.

Not Passing

Grade too low to earn credit

Pass .25 Not Passing Remainder

Grade too low to earn credit

Standard of Active Participation (SAP)

Student Fails to Meet SAP

Administrative Withdrawal

No Credit earned after initial activity not meeting SAP

Administrative Withdrawal

.25 earned cancel remainder not meeting SAP

Provider must retain documentation of the discipline issue

Discipline Issue

Disciplinary Withdrawal

No credit earned

Disciplinary Withdrawal

.25 earned cancel remainder

Student Exits District or Charter School

Loss of Eligibility

Loss of Eligibility

After 20 school day period no credit earned

Loss of Eligibility

.25 earned cancel remainder

Provider must retain the documentation of the student's request and the withdrawal date to use this status

**Student Requests
Withdrawal**

Student Withdrawal

After 20 school day period no credit earned

Student Withdrawal

.25 earned cancel remainder

Student must remain active until completion, if after July 31, set to closeout status. This is uncommon

Student Actively Working
continues beyond June 30

Anticipated Late Pass

Student still working after June 30

Late Pass

Completed with passing
grade after June 30



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Padlet instructions:

You will see 6 sections, one for each of the confirmed statuses in SEATS. Please work with the people around you, (or by yourself), to add situations that lend themselves to better understanding of the use of each status.

This is the second to last slide.

The image shows a screenshot of a Padlet board. The board is titled "Cassia Peeler's Padlet" and has a subtitle "An in-depth review of the Course Statuses in SEATS." The board content includes a section titled "Section 1: Jan 24 Quarterly Training: SEATS Statuses" with a table of student activity monitoring options. Below the table, there is a text box with the instruction "Provide examples of situation you may see this status." and a bullet point: "The student has an IEP and uses SOEP to meet learning needs that her in-person school could not." There are also two comment boxes, one from "Cassia Peeler" with the text "Questions/Request for Contact Remember, I didn't build SEATS, or write the laws, but I can help!" A QR code overlay is positioned in the center of the board, with the text "QR code" and "Pin to header" above it.

LINKS:
padlet

form for certificate

feedback form